

**SUPERINTENDENTS' ADVISORY COUNCIL (SAC) MEETING
MINUTES
JULY 29, 2004
9:00 A.M. – 1:30 P.M.
STATE BOARD ROOM**

Attending:

David Baird, Dale Brown, Danny Brown, Anna Craft, Stephen Daeschner, Linda France, Kay Freeland, Larry Harrison, Linda Hatter, Bruce Johnson, Jan Lantz, Brady Link, Earl Melloy, Pam Rogers, Mike Sander, John Settle, John Shook, H. M. Snodgrass, James Stevens, Teresa Wallace, and Commissioner Gene Wilhoit

Welcome and Review Agenda (Gene Wilhoit)

- Commissioner Wilhoit informed the superintendents that the Department was holding a meeting with District Assessment Coordinators (DAC's) to go through preliminary data in response to NCLB. He encouraged superintendents to communicate and explain the data to the field in a way to keep the label of **failure** off schools. Superintendents should explain how federal reporting requirements would impact preliminary AYP results, especially for special populations. Superintendents should solicit the help of editorial boards.
- There continues to be no progress on securing a budget. Districts should continue to operate on a quarterly management plan that will serve as the basis for their annual plan. The Commissioner reported that he has asked for guidance on the degree of flexibility districts can have under the spending plan but has not received a response. The Department is asking districts to operate within their best judgment within this kind of nebulous environment. The Department assumes that the flexible focus funds are still operational. With regard to the purchasing of textbooks during all three of the adoption years, the Commissioner indicated that districts will not receive additional funds to replace those not provided last year, but they do have local authority to use current year funds to meet local textbook needs. It was suggested that by the last of September or by the first of October that the Commissioner inform districts regarding funds for textbooks, ESS, etc. The state situation does not affect the amount of federal funds available to districts, that comes out of the federal formula, but part of the budget bill every year is to approve the allocation of those funds to local districts from the Department of Education.
- There still appears to be a lot of frustration throughout the districts with regard to STI. Some superintendents called for an evaluation of the persons at the Department in charge of STI or evaluate the system within the Department for making decisions about STI. The Commissioner indicated that the Department is aware of the issues and has been looking for solutions. **The following superintendents agreed to meet with Commissioner Wilhoit to put together a list of STI problems and develop a plan for corrections: Jan Lantz, Steve Daeschner, H.M. Snodgrass, Anna Craft, and Kay Freeland.**
- Some superintendents expressed concern with curriculum coordinators and teachers on the leadership team now having to have Supervisor of Instruction certification and/or endorsement per EPSB. This runs counter to KDE's promotion of the development of teacher leaders. Superintendent Dale Brown has asked the cooperative leaders to prepare something in writing for superintendents to look at to be sent to the EPSB. Also, in order for an individual to be an athletic director, they need to have PE consultant certification or

an administrative degree. **Commissioner Wilhoit will approach the EPSB regarding these issues and asked superintendents to address their concerns with the EPSB directly.**

Assessment & Accountability Improvements (Gene Wilhoit)

- Commissioner Wilhoit informed the SAC that the Kentucky Board of Education (KBE) has had several discussions about assessment and accountability, and that the Department is looking to **improve** the current system while leaving the foundational concepts of KERA in tact. Critical questions and purpose have been discussed, and the design is being reviewed. The state assessment has to align with good instructional policies. The Department is pursuing changes in assessment that positively impact the learning process. The following are some of the areas that need to be addressed:
 - ✓ Standards and how they are presented to the field. (*Present the standards in incremental levels.*)
 - ✓ Writing Portfolio (*Task Force has been created to look at better ways to assess Kentucky's students writing competency.*) The Commissioner was encouraged to sustain the value Kentucky has placed on writing and to look at the portfolio in a way that is compatible, a part of, or facilitating culminating projects. It was suggested to look at models such as Iowa's scoring of the portfolio of scoring their open-response pieces as pieces of on-demand writing.
 - ✓ Time it takes to return assessment results to teachers, so the results can be used for decision making. Use a technology-based assessment system, and find ways to provide districts with additional/matching funds needed for technology. Platforms can be an issue. Commissioner Wilhoit is looking for pilot districts for this project.
 - ✓ Use end-of-course exams at the high school level.

Instructional Management System Demonstration (Michael Miller, Donna Eustace, and Faith Thompson)

- Faith Thompson, Michael Miller, and Donna Eustace shared with the Council the current version of "Teaching Tools," the first generation of KDE's new online instructional management system. The KDE demonstrated features of the "Teaching Tools" Website, which currently includes:
 - ✓ a newly formatted online document that combines three of the essential curriculum documents: Academic Expectations, Program of Studies, and Core Content for Assessment;
 - ✓ sample curriculum maps from a variety of KY districts and schools across grade levels and content areas; and
 - ✓ sample standards-based units of study from KY teachers.
- Request for additional curriculum maps, standards-based units of study, and assessment. If available, contact Michael Miller.
- The current functionality of "Teaching Tools" was demonstrated, as well as plans to make the tool more interactive in the near future through additional technology. Council members were very impressed with the product and indicated that it would be of much assistance to teachers, especially when the fully interactive version is made available.
- Council members encouraged the Commissioner to promote the Teaching Tools in e-mail communication with Instructional Supervisors and District Assessment Coordinators. Also, some of the council members stated that the new resources now available at KDE Website

could be part of the opening for the new school year. Discussion included how teachers at varying skill levels might use the system differently. KTIP teachers and new teachers, or those less familiar with KY standards, for example, might use some of the examples posted as a starting point for their own instruction. Teachers with more experience with standards may use the examples posted as a way to compare their own products. It was also suggested that we might want to include a classroom management tool to this list of tools. Adding snippets of video was seen as a great tool in demonstrating models of instructional practices. It was also suggested there they might be some type of professional development offerings around the teaching tool. Embedding this tool within new teacher orientation would be an excellent opportunity to answer a lot of curriculum questions for new teachers. Another suggestion by the committee was to have a plan that novice teachers could implement for at least the first two weeks of school to jumpstart them for the year. The committee was very interested in the incorporation of positive discipline support embedded within the curriculum maps and standards based units of studies to assist with classroom management issues some teachers may be experiencing. Additionally, the staff shared that many postsecondary Deans have expressed their desire to include "Teaching Tools" as a part of teacher education programs. There was also a lot of conversation around the second generation or phase of this system and the systems capacity and functions.

KSB/KSD Task Force and Recommendations (*Johnnie Grissom and Barbara Kibler*)

- An overview of the Implementation Plan for Stakeholders' Recommendations on Statewide Services to Deaf/Hard of Hearing and Blind/Visually Impaired Students, which will be presented to the Kentucky Board of Education on August 11th, was given to the SAC. The major issues of the plan are:
 - ✓ Significant expansion of the outreach function of the Kentucky School for the Blind and the Kentucky School for the Deaf to provide more technical assistance to local school districts who are already serving approximately 80% of students with sensory loss;
 - ✓ Increased collaboration with other public and private agencies to ensure early identification and referral to appropriate services for these students;
 - ✓ Establishment of a clearinghouse of information for parents and families and the provision of technical assistance and training to increase parental involvement in the education of their children;
 - ✓ Provision of professional development specific to sensory loss for teachers and other providers across the state who are working with these students; and
 - ✓ The continuation of the center-based instructional program at KSB and KSD for students who need those services with an increase in the number and variety of short course offerings that address sensory specific instruction.
- Comments from the SAC members were generally positive and welcomed the additional support for their students. Some questions were raised about the programs at KSB and KSD. After an explanation that educational services would still be provided at each school, the participants were satisfied that the plan would help to provide services for all students.

Restructuring High Schools (Linda Pittenger, Jennifer Carroll, and Pat Hurt)

- The KDE staff presented an overview of the agency goals and objectives toward making high school a meaningful experience for every student. The scope of work addressed included objectives aimed at students from the middle grades through high school and on to postsecondary education or training. The department is focusing on three elements as objectives for its secondary work:
 - ✓ Performance Based Systems – Aligned Standards, Incentives and Expectations Grades 6 – 14 The Vanguard sites engaged in this work have taken varied approaches and they all are facing significant challenges. Still, each report success for students and each is expanding their initiative. No site has faltered. As we approach the 2004-05 school year, additional districts are coming forward to be engaged in the work. Beginning in September 2004, a new partnership of four districts will come together to begin work on a system of standards-driven, performance-based mathematics. This multi-district initiative will impact the largest number of students and teachers to date. Their efforts will yield valuable instructional resources that can be shared with other districts through the new Teaching Tools website. These districts, as well as the original Vanguard sites, will likely be among the first to use End of Course Assessments as the basis on which credits are awarded.
 - ✓ Personalized System of Services and Supports- The Department recently received approval from the Commonwealth Office of Technology and the Capital Construction and Bond Oversight Review committees to proceed with release of the Request for Proposal that will result in the web-enabled individual learning plan. In preparation for the rollout of that tool, the Department will be identifying the critical attributes of highly effective advising programs and developing recommendations on how to ensure that all students have access to these services.
 - ✓ Expanding Learning Opportunity – Areas of study include:
 - The role of dual credit courses in the secondary system as a learning opportunity to which every student should have equitable access
 - Identification of effective models and how they may be implemented, including the simple, single course enrollment model to full-day comprehensive programs
 - Guidance for schools on local policies to facilitate course access, scheduling, transportation, grading and the awarding of credits, etc.
 - How these programs will be funded and who will bear the cost of tuition
 - The approval and certification requirements of instructors
 - The need to ensure equitable access to both academically and technically oriented courses
 - Admissions and placement requirements
 - Approval of course content and assessments
 - The need to ensure that student options are not limited to place and time
- Superintendents stressed the importance of building a sense of urgency throughout the state addressing the need for refocusing secondary education.

**NEXT MEETING:
SEPTEMBER 23, 2004**